

School District 70 Pacific Rim

K-12 Education Restart Plan: Stage 2

Learning Groups

At elementary schools (K-7), the general approach is to reduce and maintain learning purpose of Instruction, individual classrooms will be the learning group which, Inclusive of teacher(s) and support staff, is well below the maximum 60-member group size. Outside of instructional time, learning groups will be assigned as a cohort to pre-determined playground areas for recess and lunch. Depending on school size, physical layout and supervision needs, a cohort might be an individual class or a grade/age level assigned to a particular area that best matches age level and aligns with classroom/school entrance and exit protocols. Non-instructional time cohorting is intended to keep groups small and to reduce school-wide interactions. At all times students will be expected to follow best practice with respect to physical distancing, hygiene and respiratory etiquette.

Bamfield Community School (K-9) enrolls approximately 25 students and will operate as a single learning group.

Alberni District Secondary School (8-12) enrolls 1200 students and is reorganizing under a quarter model, reducing in-class instruction to two classes per term. Morning classes will become the students primary learning group for the purpose of instruction and lunch break. Lunch breaks will be taken apart of the morning learning group, limited to specific areas within the school, and staggered over an extended lunch. As much as practicable, students will be programmed into afternoon classes in a manner that maximizes learning group continuity between morning and afternoon classes. Where continuity in 'scheduling is not possible and students must mix outside their morning learning group, mandated health and safety expectations apply (ie. physical distancing, mask wearing, etc). As part of their program, students may also choose self-paced learning options offered through school-based Learning Commons as part or their learning program.

Ucluelet Secondary School (8-12) enrolls 175 students and is reorganizing under a quarter model, reducing in-class Instruction to two or three classes per term. School size and grade distribution enables the school to schedule students as two learning groups: Grade 8 students as one group, the remaining Grade 9-12 'students as a second group. Should student programming require a movement outside the established learning group, mandated health and safety expectations apply. As part of their program, students may also choose self-paced options offered through school-based Learning Commons as part of their learning program.

Outside instructional time, secondary students will be required to wear masks and physically distance in high traffic areas and commons areas, and encouraged to remain within their cohort group outside of instructional time. Students will also be further encouraged to socialize outside and/or in areas where risk of transmission is lower. Students on partial schedules will also be asked to be off school premises when not in class.

Given the numbers of families unsatisfied with the choice of either full-time, in-class instruction or distributed learning/home schooling, individual schools will also provide a school-based alternative to in-class instruction that blends online learning, face-to-face instruction and, for Indigenous communities, learner/family outreach. This is neither regular instruction nor distributed learning, but rather a model that continues to connect learners to their neighbourhood school and provide an educational program while parents resolve any uncertainty or anxiety about their child's health and safety under a Stage 2 restart. This alternative is considered to be a transitional program rather than a long-term program as the preferred goal is to have these learners in a regular classroom with their peers and classroom teacher. Thus, this option will be regularly reviewed during Stage 2 and amended/adjusted as needs change.

Under Stage 2, the enrolling teacher(s) is responsible for in-class instruction, assessment and reporting. Prep relief teachers, remedy teachers, itinerant staff and those working between multiple cohorts will wear appropriate PPE and practice physical distancing as required by established health and safety protocols. Consideration is also being given to expanding a model of pull-in learning support to include libraries, computer labs, music rooms and gyms in which resources and materials are brought into classrooms rather than having students move to other learning spaces and/or sharing equipment.

Depending on the actual number of students returning to in-class instruction, discussions with union leaders have also considered the notion of flexibility in teacher and support staff assignments in response to learner needs, including the notion of re-assigning school-based Outreach teachers/EA's supporting learners who may not be returning at this time and for whom full time DL or homeschooling is not an option.

In the event of a switch to Stage 3 or 4, elementary learning groups would remain within cohort size limits and schools would then adopt a hybrid model consistent with each stage's density targets. Children of ESW's, students with diverse needs/abilities and vulnerable learners would receive daily support from classroom teacher(s) and dedicated support staff. Similarly, the secondary quarter system established under Stage 2 is a preferred delivery option should the system move to Stage 3, 4 or 5. A two-course, hybrid model is more manageable as cohort sizes and density targets shrink in Stages 3 & 4. As part of Stage 2 start up, students will be refamiliarized with the use of technology to support offsite learning should the system move to Stage 3, 4 or 5.

At both elementary and secondary, short term absences for reasons of illness, self-

isolation or quarantine would be supported by Outreach teachers who would liaise with the classroom teacher(s) and student to ensure learning continuity.